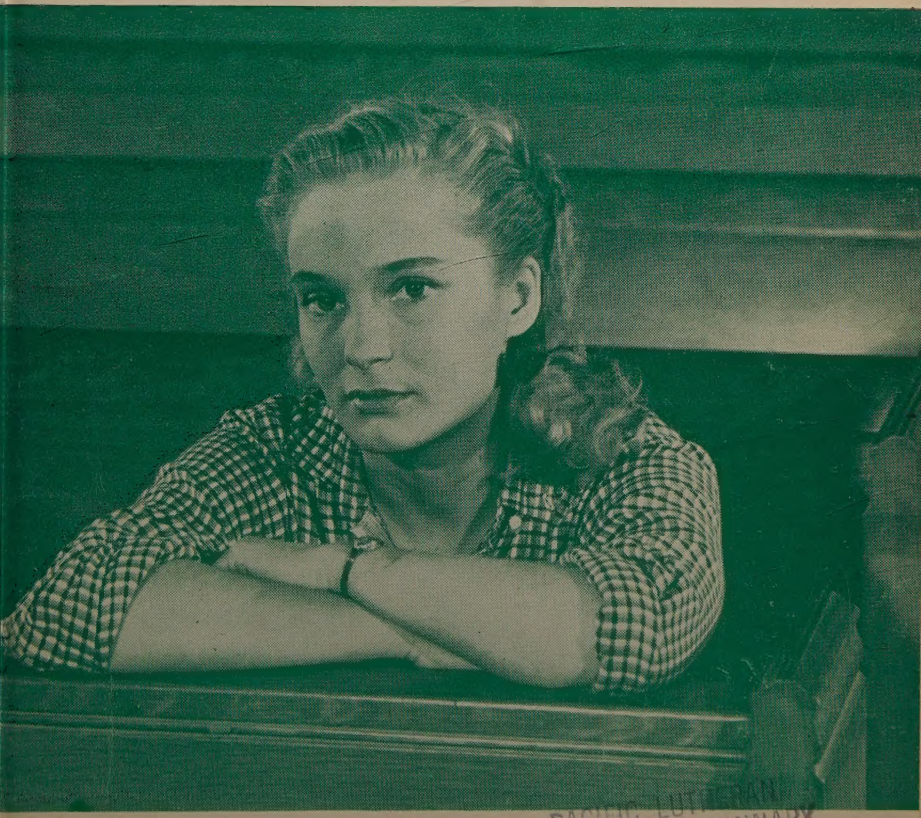
The Church School Teacher

ume XVIII MAY 1949 Number 5



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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOLUME XVIII No. 5

MAY 1949

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From Your Directors

By L. H. WESTBERG

THE summer *Augustana Teachers' Workshop* schedule now has been completed. We wish all conferences could have been included in the itinerary, but that is impossible in one short summer.

Co-Operative Workshop

The Conference Commissions and the Board of Parish Education are co-operating in sponsorship of the workshops. Watch for your commission's publicity.

It is hoped that every church school in the conferences visited will send at least one teacher. We hope congregations will help pay their teachers' travel and registration expense.

The Name

The question has been asked: "Why the name *Workshop?*" Because our aim shall be, not to talk *at* you, but to give you opportunity to *learn,* to *discuss,* to *create,* and to *share* with the group. The activities will be *practical.* Ross Snyder, Associate Professor of Religious Education, The Chicago Theological Seminary, says: "This is the Workshop Method—

The Method

1. To be hit with a need and an idea.

2. To risk doing and personally creating, instead of just talking *about* and depending on the activity of some other person.

3. To share your creation with a group, and profit by their evaluation and skills."

The Schedule

May 27-30
Fargo, North Dakota,
Elim Lutheran Church.

July 24-29
Spokane, Washington,
Whitworth College.

July 31-August 5
Parkland, Washington,
Pacific Lutheran College

August 8-12
Los Angeles, California,
George Pepperdine College.
August 22-26
St. Peter, Minnesota,
Gustavus Adolphus College
September 4-5
Lindsborg, Kansas,
Bethany College.
September 10-11
Crystal Falls, Michigan,
Fortune Lake Bible Camp.
September 16-18
Wahoo, Nebraska,
Luther College

Vacation Church School

By April 25 your pastor and Sunday-school superintendent will have received the Vacation Church School Packet. It will be high time to make your final plans.

Included in the packet will be:

1. A revised Vacation Church School *Manual.* It gives suggestions for organizing your school.

2. Vacation Church School *posters.* You can purchase additional posters from Augustana Book Concern.

3. A promotional *postcard.* These also can be purchased from Augustana Book Concern.

4. A folder describing available Vacation Church School *courses* and *supplies.*

5. A folder listing suitable *slides.*

Audio-Visual Workshop

You will want to read Pastor Vogeley's comments on the Lutheran-sponsored workshop at St. Olaf College, August 8-11.

Your Board of Parish Education and the Augustana Audio-Visual Service are sharing in the leadership of this program. We recommend it to pastors and laity interested in learning more about audio-visual and radio.

This Issue

The theme for this issue is *Summer Activities.* We had planned to have the cover feature a summer or a camping scene. But we saw Linke Peterson's picture and we could not resist her.

She plays the title role in "Answer for Anne," the Lutheran Resettlement film being used in the National Lutheran Council appeal for four million dollars. In the cover picture Miss Peterson is pondering the problems of Displaced Persons.

Anyway, that appeal for four million dollars should be included in *summer activities*—our own and our pupils. Some of the pupils will be earning money this summer. Suggest to them that they see the picture "Answer for Anne," and . . that they give to LWA.

From Your Directors

By R. A. VOGELEY

NOW IS the time to put into practice all the plans the pastor, church council, Sunday-school staff, and organization officers have made to make *100 Percent Family Worship* a reality in your congregation.

"At Home With God"

The Sunday school can demonstrate Family Worship as a feature in an opening assembly. It may sponsor one or more Family Night programs built around the subject of family worship and the sound filmstrip, "At Home With God."

Into the Homes

The teachers should know definitely how many of their pupils have regular family worship. The teachers can help the pupils. In many instances a teacher will be able to take the filmstrip into homes in order to arouse greater interest. The children will have seen it. The teacher will ask, "John, I'd like to come over to your house some evening and show the filmstrip to your parents." The door should open quite readily to you. In some cases several families may want to view the filmstrip at one time.

Please remember this: As an American Lutheran Church we estimate that only thirty to forty percent of our families have Family Worship. Think what it would mean if only ten percent more begin to follow this Christian practice. That would mean at least 18,000 MORE families. But that would bring the percentage to forty or fifty at the most.

Pray and Work

To reach *every* family in the Church requires *work*. But what new spiritual strength and knowledge there would be if every family had family worship! Think how much more it would mean to you as a teacher if every pupil lived in a home where family worship with the regular reading and studying of God's Word and regular family prayer were a normal part of daily life.

Pray and work to reach the goal.

Children's Day Program

The Wartburg Press has prepared a new program dealing specifically with the work of Parish Education for the children in a parish. I believe you will find it very helpful in this emphasis year.

District Institute Dates

So that you need not refer to a previous issue we repeat the dates for our Church Workers' Institutes. All begin with a Vesper Service on Sunday.

Texas	May 23-27
Illinois	June 20-24
Minnesota	June 27-July 1
Wisconsin	July 11-15
Ohio	July 25-29
Iowa	August 7-12

Each District Committee has mailed specific information to the pastors and superintendents within the district regarding courses and registration. If you have not received that information please write to your District Chairman or to the Board of Parish Education, Columbus, Ohio.

An Audio-Visual Workshop for Lutherans

For several years Lutheran men and women who have been attending the International Audio-Visual Workshops felt that the Lutheran Church should sponsor a workshop specifically for our own needs and programs. Finally arrangements have been made by the interested Boards of Parish Education (including your Board) to hold such a workshop at St. Olaf College this summer. The dates are August 8-11. The Workshop begins with an evening session on Monday, August 8, and closes at noon on Thursday, August 11.

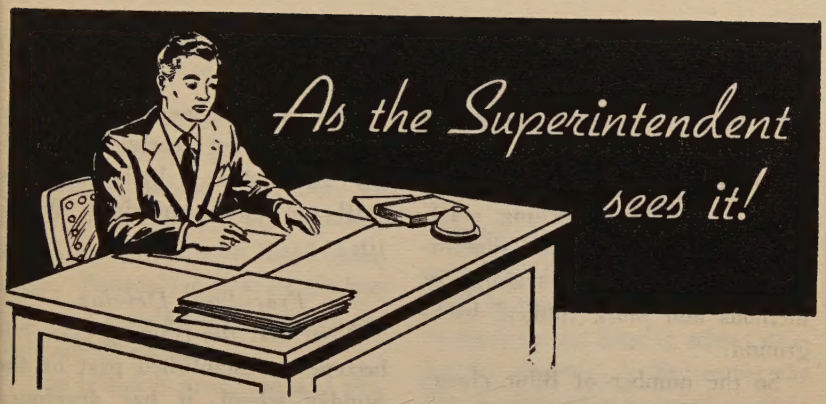
The fee for registration and room will be $4.00 Arrangements for families may be made by writing to the registrar, the Rev. E. O. Ellefson, care of Augsburg Publishing House, 425 So. Fourth St., Minneapolis 15, Minn. The meals will be served in the school cafeteria. The program details will be given in the next issue of THE CHURCH SCHOOL TEACHER.

* * *

Has something especially delightful happened in your church school lately? Something amusing? A child's bright saying, perhaps? Or a bit of inspired teaching? Would you like to share it with readers of THE CHURCH SCHOOL TEACHER?

If so, please write it up and send it to *The Editor,* THE CHURCH SCHOOL TEACHER, 2445 Park Ave., Minneapolis 4, Minn. We do not promise to use all contrbuitions, but we will edit and print everything judged to be of general interest. And please let us know if you want your full name or just your initials used.

EDITOR.



Teacher Training

By MARTHA S. ENGEL

WHERE can we get another Sunday-school teacher? What shall we do when Mr. Standby gives up his class? Where is there an understanding, willing teacher for that new class of live wires?

Do you have such questions in your Sunday school? We do. We have not completely answered them, but we have had help through the establishment of a training class for prospective teachers.

Not a Sudden Development

It was not a sudden development which mushroomed over night, but a slow growth over a period of years. It began as a Sunday-school postconfirmation class to hold young people whose physical, mental and spiritual growth *must* not cease with confirmation.

The class was small. Generally, the more intellectually mature, more spiritually-minded young people became members of this class. Consequently, it soon became the practice to call upon them for substitute teachers. Sometimes, because of this, only one or two pupils remained in the class.

The novelty and the responsibility pleased the pupils. But, both they and the superintendent recognized their need for more preparation. So it was decided to spend fifteen minutes of the period on a survey of the ensuing Sunday's lessons. It was only a beginning, but it was a help.

Wanted More

When pupils were willing to continue another year the class was named *Teacher Training Class*. Gradually the older members were worked into the teaching staff. But, pupils, teachers, and superintendents wanted *more* training in methods and *more* Biblical background.

So the number of Bible classes was increased and the pupils encouraged to continue attending them. Entrance into the actual training class was thus postponed. At the present time, therefore, the members of the training class are predominantly high-school seniors.

Not Limited

The class, however, is not limited to high-school seniors. Its membership includes college students and a number of parents who wish to know what is included in the teaching material. Surprisingly, the presence of adults has not dampened the spirits nor dulled the freedom of expression of the younger members of the class.

The give and take in discussions, the readiness to view problems with a total lack of bias has been most interesting. Repeatedly it has been stressed in class that all members are alike at heart, their differences being only a matter of years, which time would soon remedy.

As Christians we know: "Whosoever shall not receive the kingdom of God as a little child, he shall not enter therein." Mark 10. 15.

Procedures Develop

Now that the training class has become an established part of the Sunday school, it has developed helpful procedures. For example, no member is called upon to substitute as a teacher until he has completed his year's work.

Sunday morning has been chosen for the training program. It is considered the most logical time for it does not infringe on any other activity. Pupils take part in the opening Sunday - school worship service, meet in their own room for classwork, and close with prayer and the Mizpah benediction. The class does not attend the Sunday-school closing.

The Church Workers' Training Course of the American Lutheran Church Board of Education is used. By informing the members of the class concerning the Board's requirements for certificates and diplomas, they are made aware of the established educational movement within the church at large. This avoids any conceptions that

teacher requirements are locally thought up and administered.

Class Presentation

We use courses 1B *Introduction to Sunday School Teaching,* 2B *Child Psychology,* 3B *General Methods,* syllabi with listed references. Benson's *Child Psychology* is a very satisfactory reference for high-school pupils.

The lesson is presented and prepared in class. An attempt is made to correlate the material with the experiences of the class. Members are given opportunity to ask questions and state personal opinions. A lesson may be completed in one class session or may run over three periods. After a brief review a test is given on each lesson.

Pupils Observe

In the spring pupils individually visit Sunday-school classes of their own selection. They go prepared to notice such things as the size of the class, lesson materials, class participation, and the procedures used by an experienced teacher. The following Sunday each member gives an oral report to the training class.

Practice Teaching

When the courses of study are completed in June the pupils may teach in the vacation church school or serve in the Sunday school during the summer. In September the new teachers are assigned to their own classes or as assistants to experienced teachers. As far as possible the new teachers' preferences are respected.

What Gained?

What have we gained? We have held promising young people in the Sunday school and opened avenues of church service. We have enough teachers for smaller classes. There is improvement in teacher attendance, punctuality, and dependability. New teachers have better concepts of lesson material, work methods, and child response.

* * *

Visualizing the Catechism. Part II, The Creed, will be ready for distribution about September 1, 1949. Combining art work and photography in color, and black and white, the series will be a most helpful addition to the set on the *Ten Commandments.* Three filmstrips visualizing

The Creed is the second step toward the goal of visualizing the entire *Catechism.* The work is being done by an intersynodical committee which includes representatives from the American and Augustana Churches.

The Monthly Conference of Teachers and Workers

By R. A. VOGELEY

Aim: "Every Christian Family Has Family Worship.

1. Plans and Specific Responsibilities for Promoting and Encouraging Family Worship.

2. The Children's Day Program (If A. L. C.).

3. The Vacation Church School.

   What are the dates for your annual Vacation School?
   What material will you use?
   Who is in charge? Who will teach? Who will assist?
   Advance publicity. Registration arrangements.

4. Church Workers' Institutes or Teacher Workshops.

   If an institute or workshop is being conducted in your district or within a reasonable distance of your congregation send those teachers, officers, and prospective teachers, who can attend. Their expenses can be paid from the Sunday-school treasury. Or other arrangements can be made.

5. Set Up a Study Committee to Evaluate Your Own Program of Parish Education.

   Refer to check material supplied by your Board of Parish Education. Now and during the summer stress the importance of personal Bible study. Plan for new Bible classes in the fall.

Scout Camps

By H. F. KILANDER

THIS ARTICLE briefly describes the Scout program and directs attention to the value of Scout camping, since summer is not far off. Although these remarks are written with the boys in mind, they also apply to the girls in their Scout program.

The Sunday-school teacher is in a strategic position to help the promotion of Scouting. If teachers show an interest in this fine program, youth of Scout age will have an added reason for being interested in both Scouting and the church.

What Is Scouting?

Scouting is an adventure, a game, a quest, a thrilling experience which fills the wants and the needs of active lads. It is an effective tool that the church can use to carry out an aggressive program of boys' work.

The process of character building goes on continuously and the very nature of Scouting is such that it gives special opportunity for boys to develop desirable character traits. For Scouting is a program based upon group decisions, individual initiative, the Scout Oath, the Scout Law, and the Daily Good Turn.

Scouting and the Church

Scouting recognizes that the teaching of religion is the responsibility of the church and the home. Faithful to this principle, it has refrained from giving religious instruction in any part of its program. However, Scouting does give strong incentive toward religion and collaborates heartily with every endeavor of the church to provide for the spiritual welfare of youth.

Typical of this collaboration is the religious awards program. Boy Scouts of Lutheran faith are eligible for the *Pro Deo et Patria* award given by the National Lutheran Committee on Scouting which is sponsored by the American Federation of Lutheran Brotherhoods. Many Scouts have earned this award.

What Is Scout Camping?

Scout camping is simply an extension of the outdoor program which is such an important part of year-round Scouting. It is related to a Scout's advancement because

most of the requirement skills are best practiced and learned in the out of doors.

Camping is an experience of co-operative living in the outdoors. Whether the boys live in tents, or in cabins, or in the open without shelter, they are away from the usual conveniences of home. In such surroundings a Scout sees in himself something of the explorer, the mountaineer, the pioneer, the outdoor sportsman, the Indian, the trapper, and the woodsman.

The Program

The outdoor program should lay particular stress upon woodcraft, campcraft, aquatics, and physical-fitness skills, thus providing experiences for boys which will give them the essential training implied in Scout advancement requirements under conditions most conducive to the development of initiative, self-reliance, resourcefulness, and co-operation.

Majority Rule

He must make choices and decisions, and participate in setting up regulations which will guide the patrol and troop during their camping experiences. He learns to respect and observe the law, camp regulations. He learns the value and potency of public opinion, the principle of majority rule, and the balance which must be kept between *individual* desire and the well-being of the *entire* troop.

How You Can Help

Here are some things which a Sunday-school teacher might do for Scouting, particularly summer Scout camping:

1. Learn which members of the class are Scouts, and what ranks they hold, whether Cub Scouts, Tenderfoot, Second Class, First Class, Star, Life, Eagle.

2. Know whether they are members of the locally sponsored church troop, if there is one, or of some other troop.

3. Find out whether the members of your class are planning to attend a summer camp.

4. If they are planning to attend a Scout camp, determine whether they are going as a troop. Will their own scoutmaster and other leaders of their troop be going with them?

5. Determine whether there will be a chaplain in camp or with the troop.

6. It costs money for Scouts to attend camp. They should try to earn some or most of it. Encourage them in this plan.

7. Find out which Scout tests they might be able to pass during their camp period. After the camp

season is over show your interest in what they were able to accomplish.

8. Find out whether the Scouts, while in camp, would like to be visited by members of the Sunday-school staff, their pastor, and others of the church. Camps usually have specific days for visitation.

Teamwork

As a Sunday-school teacher you are one in a *team* of character builders. By showing interest in some of the other programs, such as Scouting, your influence can be even greater in the important job of making real men and women out of our boys and girls.

Cites Danger to Nation's Youth

To our children, we recognize numerous obligations. We readily assume that they are entitled to a home, to food and clothing, and education, the opportunity to live in a free nation. All this is true and necessary. But it is not enough. We must also provide them with the example and guidance that will enable them to grow spiritually. It is in this crucial matter that too many modern parents fail their children. Fifty per cent of the children of America receive no religious training.

The longer I live the more I am convinced that the most precious gift we can give to our children is the knowledge and acceptance of God, a true Christian philosophy of life, as a real source of strength with which to meet the tragedies and disappointments that will surely come. If we give our children all else, and neglect to nurture their spiritual resources, then I say we have failed them miserably. And that is exactly what too many American parents are doing today! That is the greatest danger to the youth of our nation. The solution lies in religious influence in the home and a return to church membership and participation.

LUTHER W. YOUNGDAHL,
Governor, State of Minnesota.

Creating Class Interest

By W. G. MONTGOMERY

BUSINESS MEN tell me that ability to gain the attention of prospective customers is the secret of success. Big salaries are paid to persons who can write advertisements that will gain the attention of the public. But attention depends upon interest.

This is true also in teaching. The teacher who can get and hold the interest of a class will have no headaches on Monday.

Teaching can be so colorless, so commonplace that it rarely arouses the interest of the class. And it can become so full of interest, on the other hand, that a class never gets tired. I wonder what it is that makes the difference. Suppose we look at this subject briefly and try to find out just what it takes to create class interest.

Depends on Teacher

Well, of course, creating class interest will depend on both the class and the teacher, but mostly on the teacher. The class needs to enter wholeheartedly into the lesson, but it probably will not unless the teacher is able to stimulate the minds of his students with some observation, situation, or question which will so arouse their interest that they will want to lead out in the discussion. When he can get the class to tell him instead of telling them, he is getting a good start for an interesting recitation.

His main work then is to guide his class, hold it to the subject, and offer such suggestions as will continue that interest. And I believe that it can be maintained through the entire lesson period if the teacher will observe the following principles.

At His Best

First of all, the teacher will need to be at his best physically. If a teacher is tired, all run down, or depressed when going before his class, he will find it difficult to create much interest in others. Being refreshed by a good night's sleep, fully rested and anxious to begin teaching is just as important as knowing the lesson.

Mentally Present

Nor is it enough to be at his best physically. He will need to be mentally present, too, if he expects to get a good response in the way of interest. One can not teach

well and have his mind on something else. The teacher must try to forget everything else during this period, and put all his mind and energies into stimulating his class.

A spiritual presence will be necessary, also. A teacher may be physically alive, mentally alert, and yet lack the very thing that creates interest.

Both Heart and Head

The heart as well as the head must be in his teaching. Some teachers are mentally present and spiritually absent. They are like locomotives with boilers full of cold water. They need *steam* if they are going to move anyone.

Fire under the boiler is what keeps the engine going, and in teaching a class it is largely the spiritual pressure that keeps interest up.

Motivating Interest

Let us suppose then that the teacher, whether man or woman, is in the best physical condition, is active mentally, and is spiritually alive. This is a good beginning. But other things, too, must be added in order to create interest. And the most important of these is for the teacher himself to be interested.

Not Indifferent

One would not expect a class to become interested in something to which the teacher is indifferent. Thus, it follows that a teacher needs to be full of the subject he is going to teach, since the more he knows about anything, the more interested he becomes in it. This means that the teacher will prepare his lesson thoroughly in order to be interested himself.

Then, comes the next step, that of presenting the lesson to the class. To create interest at the very beginning, there is probably no better device than that of starting off with a story, an incident, or an illustration as an introduction to the lesson. And of course, the good recitation means that this same interest must be kept up to the end of the lesson.

Surprises

A story or an illustration to begin with will not be enough. In preparing for the recitation did the teacher hunt up new material, or seek to throw some new light on the lesson? Has he assembled some surprises for his class, or does every member know just what is coming next?

After the story, I am sure the best way to maintain interest is by a wise selection of questions to be

asked, questions that have to do with present-day life problems. Using a good story to begin with, and then having some good, practical questions to continue with, makes an excellent basis for an interesting lesson. (*Christian Growth Courses use this method.* Editor.)

Nearly all our best teachers use some form of the question-and-answer method. This leads to discussion, and the discussion method is the most effective and safest and interesting, as a whole.

Beware the Lecture

A few teachers may succeed with the lecture method, but only a few, and even in such cases I do not feel that they are dealing fairly with the class. The more a class puts into the discussion the more it gets out. And it is a fine thing when the teacher can do most of the listening and the class is led to do most of the talking.

As a general principle, the teacher should not talk except when no one else will. The exception to this is when an explanation must be made or special information given. If the teacher does all the talking, or even most of it, interest is almost sure to lag. Unless members of the class take part in the discussion they are not likely to get much out of the lesson.

The question then, will be a starter, a stimulator. And since you will depend largely upon questions to keep up interest, how will you go about it? Will you read the questions as given in your lesson helps, write out questions of your own, or wait and try to think of them after coming to class?

Be Prepared

Well, it may not matter how or where you get your questions, but *they should be ready before coming to class.* And they should, of course, be related to the lesson, and to present life, and be brief and easily understood.

Beware of questions which can be answered by "yes," or "no." Unless a question arouses interest and calls forth discussion it is useless.

Briefly then, I would say that class interest will depend upon the physical and mental condition of the teacher, and the manner in which he presents the lesson with illustrations and questions.

Live life with a sense of responsibility. . . . Make the best use of your time, despite the difficulties of these days.

From *The Letters of St. Paul.*

The Decisive Transition Age

By F. A. UDDEN

THE seven-year period from seventeen or eighteen to twenty-four years of age is the transition age. It is a decisive one for the young person. Young people either remain faithful to the principles with which they have been imbued or they are lost.

Godless World

Youth faces a godless world when he launches out to establish himself. Success, money, billboard suggestions, all are pulling his thoughts away from lofty ideals. How can a teacher of young people help him? The teacher must first of all love his young people. He must let them know that he loves and trusts them both by word and deed. He will give counsel to them willingly and in an understanding way so that they feel free at all times to confide in him.

Youth Demands Reasons

The mental life of young people is vigorous. The adolescent demands a reason for everything. He is growing to mental maturity. Generally, he wants help. How can you get at him when he shows signs of not wanting to be helped? Get next to him when he is a bit down on his luck, a bit off his guard. Then he will be frank. He may say he is happy, but his attitude betrays him. Then it is the teacher's wisdom and judgment which will bring him from his unhappiness to the real joy of living. The teacher can inspire him with the supreme example of Jesus himself who said: "Be of good cheer; I have overcome the world."

Without Coercion

When he asks for reasons, either bring them to him by practical illustrations, by object lessons, or by logical presentations. Youth will render homage to that which is real, noble and great, but will not hesitate to express condemnation of what it considers false. Reasoning in an indirect way causes the young person to come to his own conclusion without any coercion. Such reasoning is more effective than argument.

Companionship Needed and Understanding

Young people need congenial companionship and a small inner circle of understanding friends.

They need the sympathy and encouragement from a person of wider experience. They need an opportunity for the exercise of personal responsibility and leadership under Christian influence. Their faith needs to be constantly revitalized by association with others of the faith. They need practical experience in putting Christ and His Way at the center of life.

The youth, as he progresses, should be commended to God in prayer. In the degree that the teacher prays, wisely guides, and shows patience and judgment, will the young person be kept for the Master's use.

A Constitution for a Parish Education Society

By IRENE M. CALLANDER

FEELING the need for a closer contact between the Sunday-school faculty and the parents of the Sunday-school children, the faculty of the St. Paul's Ev. Lutheran Church Sunday School, (Aug.), St. Paul, Minnesota, invited parents to several meetings during 1948 to endeavor to establish this closer fellowship. At the third such meeting held in September, 1948, during Parish Education Month, a Parish Education Society was organized and the following constitution was adopted:

ARTICLE I

NAME AND PURPOSE

Section 1. The name of this organization shall be Parish Education Society of St. Paul's Evangelical Lutheran Church.

Section 2. This organization shall act to co-ordinate the activities of the parents and teachers of the Church School and church officers of the St. Paul's Evangelical Lutheran Church of St. Paul, Minnesota; to assist in and promote the activities of said Church School and other educational activities of the Church Council; and to foster and promote the teachings of the Evangelical Lutheran Church to the children of the members of said church and such other children as may be within the parish missionary area thereof.

ARTICLE II

MEMBERSHIP

Section 1. The membership of this organization shall be open to any adult member of the congregation of St.

Paul's Evangelical Lutheran Church Membership shall also be open to persons not members of said church provided that at the time of admission to membership they are either a member of the faculty or teaching staff of said church or a parent of some student in the Church School.

Section 2. Admission to membership shall be upon the majority vote of the members present and voting at any regular meeting of the society.

ARTICLE III

Officers

Section 1. The officers of this organization shall be a president, a vice-president, and a secretary-treasurer, with the usual duties of each office.

Section 2. At least one month before the annual meeting, a nominating committee of three members shall be appointed by the executive committee to nominate candidates for the offices to be filled at the annual meeting in September.

Section 3. The vice-president shall succeed to the presidency at the annual meeting following his election as vice-president.

Section 4. The secretary-treasurer shall be elected for a term of two years, and shall not succeed himself in office.

ARTICLE IV

Meetings

Section 1. The regular meetings of the organization shall be held the third Wednesday evenings, in February May, and September.

Section 2. The regular meeting in September shall be known as the annual meeting and shall be for the purpose of electing officers and directors, receiving reports of officers and committees, and for any other business that may arise.

Section 3. Special meetings may be called by the president or the executive committee.

ARTICLE V

Executive Committee

Section 1. The executive committee shall consist of the officers of this organization, two directors, and the pastor or acting pastor of the congregation. The president of the organization shall be the chairman of the committee.

Section 2. The executive committee shall have general supervision over the affairs of the society.

Section 3. The meetings of the executive committee shall be called by the president or by any three members of the executive committee as necessary.

Section 4. One director shall be elected for a two-year term at each annual meeting and shall not be eligible to two consecutive terms as director.

Section 5. Vacancy in any office or directorship shall be filled by the executive committee until the next annual election.

Section 6. Four members of the executive committee shall constitute a quorum.

ARTICLE VI

Committees

Section 1. Such committees as deemed necessary by the society or the executive committee shall be appointed to carry on the work of this organization.

ARTICLE VII

Amendment of Constitution

Section 1. This constitution may be

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Review of New Material

Jesus and I Together. By Myrtle Rosene. Vacation Church School Series, Beginners Course II. Augustana Book Concern, Rock Island, Illinois. Ready May 1, 1949.

Working from a rich background of teaching experience in public and church schools, this weaver of stories has spun sheer delight from fifteen selected Biblical incidents. Beginners in Vacation Church School will love these stories, live them, and by them be drawn closer into the embrace of their Friend Jesus. Teachers will find in the manual easy-to-follow instructions for planning this Beginners course in the Vacation Church School.

The manual deals with the theme *Jesus and I Together,* which is divided as follows:

1. In My Home.
2. At Play.
3. At Church.

Each lesson includes introductory suggestions on the approach to the day's story, the story as told by the author, a plan for worship, prayer suggestions, songs, individual handwork, and group experiences. The Pupil's Work Sheets include pictures for making a notebook. The teaching techniques include the use of flannelgraph and other visual aids. Also found in the manual are suggestions for storytelling, teaching songs, and the use of visual materials with beginners.

L. H. Westberg.

* * *

"God's Law." American Lutheran Church, Wartburg Press, Columbus, Ohio. April 15 marked the publication date for this new Vacation Bible School material. The fifteen Bible stories of this new series are chosen from the period of the Exodus. The catechetical material and other memory work is related to the Ten Commandments. Mission stories feature a family in India who become acquainted with Christian faith and God's law.

Visual aids are used liberally in connection with lesson developments of this uniform series. The series makes use of the filmstrip, "The Ten Commandments Visualized," already a part of many visual-aids libraries, as well as slides and flannelgraphs. The construction of other visual materials is suggested in the various teacher's handbooks.

With each department using graded developments and applications of the same Bible story, a uniform presentation and other uniform features are possible. Handwork projects have been related to the purpose of the lesson, and a limited number of group service projects and home handwork projects have been included.

Integration of all features of the vacation school and a uniform core of material makes this course highly adaptable both to graded and the one-room schools. Fifteen lessons are furnished, but instructions are given for schools of two-, three- and four-week duration.

The Home Book. A booklet that acquaints the home with the work being pursued in the vacation school. The aim for the lesson, a brief application of its principles, and the memory selections for the day are all included.

Basic Handbook. A guide for leaders of vacation schools. Contains summary information and guidance of value to the person responsible for the success of the school. The various features of the school are arranged to become apparent at a glance.

My Reader and Activity for Primary Pupil's Book. A thirty-two page workbook containing a large Bible picture in outline, a mission picture, and other illustrations, as well as reading material gauged to the grade level.

Primary Teacher's Handbook. A carefully planned development of Bible story, mission story and experience story makes this book a real asset. New teachers will find the detailed program and story material helpful. Experienced teachers will find the material a stimulus to first rate teaching.

Junior Study Book. A workbook, freely illustrated with both Bible and mission story material, which summarizes the pupil's contact with the vacation school. Exercises of various sorts, information, and map work are carefully combined.

Junior Teacher's Handbook. Graded development of the story material on Junior level. Projects, visual materials, and other features are designed to meet the needs of the Junior teacher.

Intermediate Study Book. Suggestions for reviews, supervised study, and extended study beyond the class period are included in this book.

Intermediate Teacher's Handbook. Integrated visual materials and a stronger emphasis on the catechetical element mark this

book. The story material is graded for Intermediate level, and the handwork suggested is both for class and for extracurricular use.

This series, *God's Law,* marks the second such set made available. It is similar in appearance to the first, "Beautiful Savior," and follows it in its uniform, integrated, and visual approach.

WILSON EGBERT.

* * *

Girding Youth for Abundant Living. Muhlenberg Press, Philadelphia, 1948. A 95-page booklet entitled "Elective Series for Adults." The author is Marjory Louise Bracher.

Editor Getz says of the book: "It is not intended for use by young people. Its purpose is to help parents and others in the home who are responsible for the Christian nurture of young people to know what they can do to help young people develop into true Christian men and women."

The book is divided into thirteen chapters, as follows: Youth and the Times, The Parent-Teacher and Example, Happy at Home, Religious Training, Foundation for Marriage, Dating, Young Folks and Their Good Times, Toward Maturity, Youth and Money, About Vocations, Training for Free Time, Parents and Education, The Christian Home.

In each chapter there are some excellent thought-provoking problems that could be discussed at great length and with real profit by a group of adults who were faced with the teen-ager problems this booklet presents.

Perhaps the book's greatest value to the parent is the author's use of teen-age vocabulary in expressing the problems discussed. Such problems as: "Why can't I stay out till midnight? Everybody else does." "Why is it wrong to sit on a boy's lap?" "What's wrong with taking a drink?" "Is it wrong to give a goodnight kiss?" and a host of similar questions will serve as illustrations of what is packed into the few brief pages of this interesting manual.

The author has done some careful thinking and analysis in the handling of teen-agers. For the hundreds of questions she raises in the various chapters of this book, she gives pertinent suggestions for parents that will help them meet the problems as they arise in the best possible manner. Much of the material presented is not new to those who deal with young people, but the book finds its merit in the fact that the materials are carefully

grouped and will lend themselves easily to group discussion. The author clearly places much emphasis upon the necessity of prayer and the use of God's Word. Perhaps an improvement could have been made in the book had the author pointed out the pastor-parent relationship as another source of help and assistance in the vital problems with which she deals.

The book can be highly recommended for those who are interested in this subject. M. RIECKE.

The Home as a School

By CHARLES P. CRESSMAN

THE HOME is inevitably and unavoidably a school. Within every home there is a dynamic process of interaction. In this give-and-take is produced either a well-adjusted or a maladjusted member of society.

Early Days Are Crucial

For at least four or five years the home is the only school the child knows. The early days of childhood, even infancy itself, are crucial. Few parents realize the impact of those early days on the personality development of the child.

Here the infant learns the security which is made possible by the material possessions of life. Of more importance is the emotional security which a child needs for the development of a sound personality.

When a child knows that he is wanted and that he is loved he gains emotional security. Many a maladjusted child comes from a home in which he is regarded as an intruder, a nuisance, a disturber of the peace. Lacking emotional security in childhood, he may spend much of his life trying to gain it.

In glaring contrast to the home which provides no emotional security is the home which overprotects the child through "smother love" and pampered indulgence. This prolongs the period of infant dependency and gives society more than its share of immature adults.

Family experience is a most potent factor in the development of personality. It is in this school of family living that a child develops a pattern of conduct which, in all probability, will mark his behavior throughout life. Here the child de-

vises ways not only of receiving the affection he wants but also of achieving the ends he desires.

Behavior Patterns

If temper tantrums have proved an effective means of achieving a desired end, the chances are that, as an adult, this child will adopt the same pattern of behavior. He will not sprawl out on the floor and kick and scream, but as an adult he will find other ways of being unpleasant in order to gain his end. He may shout at everyone in the house or at those who work under him at the office or in the shop. He may refuse to work along with the routine of family life. He may be late without excuse for the regular meals. He may refuse to eat or speak with the rest of the family. These and similar methods will be followed until he gets his way. Such patterns are developed in early childhood in the school which is called home.

Acceptable Methods

On the other hand, the child may learn at an early age that tantrums are unaccepted ways of achieving his end, that people simply disregard him, and that he has no chance of getting anywhere by such methods. He will discover the wisdom of other behavior patterns and will engage in more acceptable and constructive methods of achieving his goals.

In the same manner, attitudes toward other races and religions, toward political organizations, educations, and other social values are determined. The home is the school where these tensions are made to increase or decrease. In the family the sanctions and restrictions of culture are interpreted, modified, and transmitted to the child.

Parental Example Is a Potent Factor

Parents are the teachers, consciously or unconsciously, of tomorrow's leaders. Their attitudes and behavior are a powerful force.

The home should be a school in democratic living. A positive home life is the best kind of training any child can get in preparation for his own marriage and family experience. Parents who get along well with each other and with their children are a constructive influence. They are important teachers of the give and take of life, consideration for others, and a fundamental respect for persons. Likewise, the responsibilities which accompany the privileges of democracy are learned in the home.

Attitudes, emotional reactions,

prejudices, and a basic philosophy of life are imparted by parents. The child's personality is largely the product of the example, not the words, of the parents!

Meeting New Situations

The child meets many new situations. He will try to deal with them on the basis of the training he has acquired in the home. On the other hand, he often needs the guidance of the senior members of his family.

Keeping Home Life Dynamic

If the home has been a school of constructive family experience and has provided a good parent-child relationship, adjustments will be made effectively. In order to exist in this changing culture of ours, parents must keep home life dynamic. This calls for faith in each other, in one's fellow man, and in God. Such a home is a school of inestimable value.

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We'll Make It Up to Her

By LUCIA MALLORY

DON'T you want to take out any books today, Sharon?" I asked the little girl who was turning away after checking in several books at my desk in the children's library.

"I'll come back for them after a while, Miss Mallory," the child replied. "Now, I'm taking some toys to the children's ward at the hospital." Sharon lifted a good-sized shopping bag that had been standing at her feet. "Have you time to look at them?" she inquired.

"Yes, Sharon," I answered. "It's very nice that you can share your playthings with boys and girls who need them."

"Mother says I have more toys than one girl can ever play with," Sharon explained. "This is the second time I have sorted them over and divided them. I took a bagful to the hospital a month ago. The children liked the toys so much that they wrote letters to me to say *thank you*. That made me happy, too."

While she had been speaking Sharon had taken out a well-dressed doll, a box of paper dolls, colored crayons and coloring books, a pair of blunt-pointed scissors,

some lifelike small animals, and two attractive scrapbooks.

"The scrapbooks are for the children who can't move around and do things for themselves," she told me. "Mother helped me to make them. We used old Christmas cards and pictures from magazines. Do you think the children will like them?"

"Yes, Sharon," I assured her, "those scrapbooks will give a great deal of pleasure."

As the little girl left the room, I felt pleased to think she was learning the joy of giving, but I wondered how one child could have had so many toys to spare. Her mother explained the situation to me one day when she happened to bring back some books while Sharon was at school.

"Sharon's father was killed in an accident," she told me. "After that, relatives and friends tried to make up for the loss of her father by giving her things he might have provided had he lived. I'll confess I had the same idea. Sharon and I live with my mother, and I do part-time work downtown. I was carrying a gift home to my daughter every day.

"At first," she went on, "I was too nearly blinded by grief to notice what was happening. Meanwhile, Sharon was becoming restless and irritable. About the time I discovered she was being so seriously smothered with toys that she had little interest in any of them, I heard that the children at the hospital were in need of playthings.

"When my mother and I talked to Sharon about those boys and girls in the hospital, her interest was immediately aroused. She has been a much more contented little girl since she has been sharing her toys with them. Besides this, she has taken more enjoyment in playing with the ones she has kept for herself now that she has fewer of them. I am glad we found out in time what a grave mistake it is so to surfeit a child with toys that all joy in them and, also, in the everyday things of life is lost."

The above article contributed by the National Kindergarten Association, is a good one to show to parents. More parents should read THE CHURCH SCHOOL TEACHER, *we are told. If you agree, please loan your copy to a parent.*

EDITOR.

Objectives in Christian Education

By A. W. SWENSON

THE MOST productive and satisfying work done by man is the religious education of our youth. Since the Sunday school has become the chief agency for this phase of congregational work it is manifest that the manner in which this responsibility is discharged will determine the character of the youth, community, state, nation, and ultimately the world.

Religion always has been an important factor in human life. The people of Israel laid great emphasis on religious education. Since they were God's chosen people they were expressly enjoined to properly educate their youth (Deut. 4. 9-14; 6. 1-9; and 11. 18-25).

"For God So Loved"

From the school of the prophets, established in the days of Samuel, through the synagogues and the Rabbinical schools, one of which was attended by Paul and taught by Gamaliel, to the inception of the modern Sunday school in 1780 by Robert Raikes at Gloucester, England, is a long step but one in which the goal was always the same, namely the inculcation of John 3. 16 in every child.

Steady Growth

Despite the vehement opposition of clergy and statesmen the Sunday school grew. Twenty years after its founding by Raikes there were 186,000 pupils in Sunday schools and at the time of the Raikes memorial in England in 1880 there were in Great Britain 6,060,677 pupils and 674,704 teachers. In 1936 there were 3,145,895 officers and teachers and 34,139,624 pupils.

Church Integrated

When viewed in the proper light the Sunday school is not an institution in itself, but it is an integral part of the congregation and as such is under the jurisdiction of the local pastor and church council. In no instance should a child be given the impression that Sunday-school attendance supplants church attendance, regardless of how well the Sunday school may be operated. Such a policy would eventually defeat the purpose of the Sunday school.

Adult Support

The well-organized Sunday school is to instruct the child in the way of salvation as delineated in the Word of God and to train the child for Christian life and living. It is accordingly self-evident that the post-confirmation, newly married, and adult congregational members should play an integral and a very important role in the Sunday school. If a Sunday school does not have the wholehearted support of these groups it will not be able to do what is properly expected of any Sunday school.

Primary Objectives

Very often those charged with the responsibility of the religious education of our youth do not have crystallized in their minds clear-cut objectives toward which they should continually strive. A few of the primary objectives should include the following:

1. To delevop in the baptized child a conscious knowledge of God and His will, and a conscious faith in Him through Jesus Christ.
2. To inculcate in the child the Christian views of life.
3. To form and mold Christian character and to develop Christian habits of thought and action.
4. To train in worship both private and public.
5. To train for a Christian home life, social life, and public life.
6. To foster and promote a study of and an appreciation of God's Word and a general Christian culture in the congregation.
7. To train its future staff members.
8. To give unbaptized children the necessary preliminary instruction prior to baptism.
9. To recover by admonition and instruction those who have gone astray.
10. To serve as a missionary agency.
11. To train for adult membership of the congregation.
12. To recruit unchurched adults of the community.

Consider the Child

If one should ask what the principal reason is for the existence of the Sunday school the answer naturally would be the child. If this be granted, then the organization of the Sunday school should always consider the child and its welfare. Too often the child is forced to fit into the scheme of a given Sunday school rather than the Sunday school being built

around the spiritual needs of the child. When one buys a new pair of shoes, one does not force his foot into a certain pair of shoes. On the converse, one buys a pair of shoes to fit the foot. This means that every staff member including the officers must learn to know the idiosyncracies of every child and deal with the child accordingly.

Ultimate Criterion

The great importance of the child was stressed by the greatest teacher of all, Jesus Christ, in all of His dealings with humanity. He showed by His attitude and actions toward children that He was a lover and a keen observer of them. The child, therefore, should always hold the center of attention for it is the spotlight about which all the activities of the Sunday school cluster, and toward which its main efforts should be directed. Consequently the type of child, the future man or woman which the Sunday school produces, is also the ultimate criterion for determining the success or failure of a given Sunday school.

It is imperative that if a teacher wishes to be competent he or she must be thoroughly aware of and deeply grounded in the Lutheran conception of the child and child training. Normally the Lutheran child enters the Sunday school as a child of God, a member of His kingdom. The spiritual life implanted in the child by baptism is to be nourished, sustained and unfolded by means of the Word of God.

Instruct and Baptize

If the child enters the Lutheran Sunday school unbaptized or has fallen away from the baptismal relation to God, he is to be dealt with as such. The unbaptized child of teachable age should be given the necessary preliminary instruction and baptized, while the one who has gone astray is to be led back to Christ by admonition and instruction.

An Instrument

The teacher should always recognize that he is only an instrument and a means by which the Holy Spirit accomplishes His work in the child. It necessarily follows that all dealings with the child in the Sunday school as well as the principles, means and methods employed both in the organization of and the operation of the Sunday school must conform to Scriptural principles.

At times one may feel that his

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A PROGRAM FOR RECOGNITION NIGHT

Zion Lutheran Recognition Night for Teachers, Officers and Parish Board

Monday, February 28, 1949, 7:30 P.M.
McGregor, Texas

Opening Hymn: "Send, O Lord, Thy Holy Spirit"

Scripture Lesson and Prayer: John 21:15-17...PASTOR HANNEMAN
Master of Ceremonies
Mr. William Zacharias, secretary of the congregation

Purpose of This Recognition Night.....MR. L. B. BISCHOFF
Treasurer of the Congregation

A Resolution for Sunday School Teachers.....MR. C. F. LUEDTKE
Chairman of the Board of Parish Education

The Resolution:

"Realizing the great responsibility of Sunday-school teachers in leading souls to Christ and by accepting the position of teacher in Zion Lutheran Sunday School, I pledge myself:

1. With the help of the Lord to fulfill such duties as may devolve upon me in such capacity to the very best of my ability.

2. To live in close contact with my Savior through daily prayer and study of His Word.

3. To study my lessons each Sunday conscientiously with the helps provided, and endeavor to present same in an interesting way to the class.

4. To attend all scheduled meetings as announced and to make every effort to increase the efficiency of the Sunday School."

Sound Film: "On the Road to Damascus"

What Does the Sunday School Mean to the Congregation.....
.....MR. BEN FEHLER
Deacon of the Congregation

Film Strip: "Improve Your Teaching"

Presenting Certificate of Appointment and Gift Booklets, "We Learn to Teach" .....
.....Chairman of the Board of Parish Education and Pastor

Closing Hymn: "I Will Bless Thee, Said the Savior."

Closing Prayer and Benediction.

Activities in the Field of Christian Education

By I. O. NOTHSTEIN

New Filmstrip for Sunday Schools. "Be a Missionary," is the name of a new filmstrip prepared by the Board of Parish Education of the American Lutheran Church. The filmstrip is especially intended for the Sunday-school pupil who goes to public school. Its purpose is to show the pupils that they are responsible for bringing their schoolmates into the Sunday school if they do not already attend somewhere. Three posters have also been provided to be put up on successive Sundays following the showing of the filmstrip.

* * *

For Children After School. The Augustana Church, Minneapolis, since January 6 of this year has made available the facilities of the basement floor in its parish education building for an after-school activities program for boys and girls in grades 4, 5, and 6. The period from 3:30 P.M. to 5 P.M., includes games, showing of religious and educational films, handicraft and Bible study. Girls meet on Thursdays and boys on Tuesdays. The program is planned and supervised by the Youth Council with the Brotherhood as the sponsoring organization. The two young people in charge of the work are assisted by volunteer workers from the congregation.

* * *

Into the Highways. Hibbing, Minnesota, is located in a great iron-mining region. The First Lutheran Church of that place (Aug.) uses three chartered busses to transport to and from its Sunday school children who live in a number of mining locations in the territory surrounding Hibbing proper.

* * *

"Outstanding Business Man, Outstanding Christian." Thus the *Lutheran Standard* describes Mr. Herman H. Ochs, department-store head of San Antonio, Texas, a member of Grace Lutheran Church (Am. Luth.) since 1903. His activities include all the usual public services of the city business man, chamber of commerce, charitable and improvement

drives, etc., but in addition his first love, the church. Here he is active in local, synodical and intersynodical projects. He was a delegate to the Lund Lutheran World Federation in Sweden, is active in Lutheran World Relief, and ever since 1903 has taught a Sunday-school class in his home church.

* * *

A Mission-Minded School. Several years ago we reported in these columns the remarkable record of a Sunday school in Mount Vernon, S. Dak., which has an enrollment of sixty, and which, besides paying its running expenses, contributed about eleven hundred dollars to missions for the year 1946. The *Lutheran Herald* contains an account of the same school's accomplishments for the year 1948. Even though the congregation of which it is a part is building a new church, the school raised $1,657 for missions during 1948.

* * *

Preparing for the Future. Using the U. S. Census Bureau's estimate that elementary school enrollment will increase 45 percent from 1947 to 1957, the Missouri Synod is planning to prepare for an additional 49,000 pupils and 1,263 teachers in its Christian day schools by the end of that period. It has at present an enrollment of 687 students in its two teachers' colleges, all preparing for teaching positions in the church's elementary school system.

* * *

Christian Higher Education. In 1945 only five of the thirty Lutheran colleges in the United States had more than 500 students. That year St. Olaf College, Northfield, Minn., reported the highest registration, 753. Today twenty-three of the same colleges have more than 500 students each, and twelve have more than 1,000 students, according to a survey made by the Division of Public Relations of the National Lutheran Council.

The highest registration among Lutheran schools was reported by Valparaiso University, which has 1,952 students. Next is that of Upsala College with 1,750, and third, that of St. Olaf, with 1,696.

Other Lutheran colleges which have a registration of 1,000 or more are: Wittenberg, 1,464; Augustana, Rock Island, 1,315; Muhlenburg, 1,300; Gettysburg, 1,263; Gustavus Adolphus, 1,259; Concordia, Moorhead, 1,213; Capital University, 1,081; Pacific Lutheran, 1,047; and Wagner, 1,000.

Total registration in the thirty Lutheran colleges for the first semester of the current year was 25,965.

The Christian Home

Continued from April Issue

By A. C. STRENG

Suggested Activities Toward Improvement

e. Improvement of family administration and integration through family-life education programs serving in the fields of family understanding, home economics courses, family budgets, consumer education and the like.

f. Cradle roll and nursery groups.

g. Middle-aged parents and advanced-age groups.

4. Special series of lectures at summer conferences, Bible camps, institutes, or special clinics in the congregation or in sectional areas.

5. Sermons on the ideals and problems of family life.

6. Discussions and activity demonstrations on family worship, family nights, homecraft courses and how to make them most effective for enriching family life.

7. Correctional programs: counseling, help in physical diseases, financial and legal aid, problems of sex, and danger of using money only for food, clothing, shelter and car.

8. Make regular Christian family councils a part of your family life and take a deep personal interest in the understanding and welfare of the members of your family.

Some Valuable Goals for the Church at Large

1. Individuals and organizations of the congregation must become concerned about uniform marriage and divorce laws which are in harmony with Christian ideals.

2. The church at large might work toward establishing valuable Christian customs and ideals, which are not merely copied from heathen society columns, regarding engagement, the period of engagement, and the marriage ceremony.

3. Encourage a worth-while, interesting church-directed program of social life and entertainment, pictures, movies, and games which will help to build up Christian family life, and will be the most positive method of systematically working against negative influences.

4. The church and the min-

istry must take a much more decided interest both in general family-life education as well as in premarital counseling and in giving Christian guidance to those who are suffering from serious family problems. Some theological seminaries are establishing special chairs on family life. Lutheran theological seminaries should require at least a six-semester-hour course of all their students on the Christian family, its values, its needs and its problems, and thus prepare them to become much more effective counselors in this field.

5. The church must build up a deeper appreciation for the importance of the influence of both fatherhood and motherhood. Parents should exert a decisive influence in the lives of children especially up to the age of fourteen. It is estimated that today in our civilization children up to that age are under feminine influence 70-90 per cent of the time.

6. Work toward a much more carefully prepared educational program in the church to convince millions of youths and adults that, following personal regeneration, happy Christian family life is the most basic means by which to exert wholesome influences upon the individual, the community, the nation and upon future generations.

7. The Lutheran Church is urgently in need of a department in the National Lutheran Council which will serve exclusively toward the welfare of the Christian home and family life. Fortunately other Christian bodies have recognized their responsibility much more effectively, and are rendering most valuable services in this field.

Come, let us live for the spiritual welfare of our homes and thus help make America strong!

Constitution

Continued from page 17

amended at any regular business meeting of this organization by a two-thirds vote of those members present, provided the amendment has first been submitted in writing to the executive committee.

(Adopted at regular meeting of February 16, 1949.)

Objectives

Continued from page 27

work in a Sunday school does not bear fruit. The fact of the matter is that the results may not be forthcoming until years later. One should always keep foremost in one's mind that teaching our youth is a privilege and not a task.